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ABSTRACT

This guidebook suggests skills, ideas, and activities which should be helpful to the teacher in working with youngsters in the area of reading. Important specifics to be considered in a tutorial situation include: (1) being punctual with appointments, (2) creating stories and games appealing to the interest of the tutee, (3) being encouraging, (4) focusing on learning, (5) varying the activities, (6) selecting materials that are at the appropriate instructional level, (7) teaching inductively, and (8) trying to develop a positive attitude in the tutee toward reading. Specific activities are suggested for developing vocabulary, word analysis, comprehension, and creative expression, and for stimulating interest. An appendix containing the Dolch Basic Sight Vocabulary List and the Sequence of Phonic Skills is included. (WR)

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TUTORIAL READING GUIDEBOOK

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TUTORING READING

An important battle in the war on poverty focuses on the improvement of reading skills of disadvantaged youngsters. Tutoring children who need extra educational assistance to help realize their potential is one of the most valuable resources available in this attack on underachievement and ignorance. Tutoring can be very effective, particularly because of the one-to-one relationship between a tutor and his pupil, "tutee". A genuine, personal concern for a child or youth can offset a lack of educational experiences or professional reading courses. As a tutor, you will be giving disadvantaged children the important feeling that some one is concerned with them as an individual. The child's relationship with his tutor is extremely important. Remember that you are having an influence on his personality at the same time you are helping him with his reading. Effective tutors can help youngsters develop favorable attitudes toward reading and books. They can show the child the reasons for his lack of success and help him analyze his reading problems. Tutors can make sure that their reading experiences with students are pleasant and successful. Children need to think of themselves as individuals who can read as well as individuals who want to read. Interesting activities and a variety of materials will help provide additional positive associations. While helping children develop more positive self-concepts, tutors can also help them replace negative attitudes toward learning with more positive associations.

This Tutorial Reading Guidebook should be helpful to you in suggesting skills, ideas and activities useful in working with youngsters in the reading area. Be sure to use your own inventiveness; try new methods and approaches; experiment with new materials and discuss your ideas with other corpsmembers and teachers. An important aspect of a tutorial situation is that you are not bound by any particular method of instruction and should change your

approach, teaching techniques and materials to fit the needs of your individual pupil.

IMPORTANT SPECIFICS TO REMEMBER

1. Be faithful and punctual with appointments. Even a few minutes tardiness can be interpreted by children as "not caring". Many disadvantaged children have been let down constantly by adults. Don't be another disappointment. If you have to be absent, be sure to let the tutee or his teacher know in advance.

2. Use your imagination. Create stories and games to appeal to the interests of the child or youth you tutor. Also, help him create his own stories and games.

3. Be encouraging, although honest. In school, your pupil may experience failure daily. When tutoring, always find something to praise. If the best you can say is "that was a good try" say it.

4. Tutoring is not big-bothering. It is not amateur psychotherapy. Don't encourage your pupil to become dependent on you. Do t overshoot your limits. Be friendly and flexible, but focus on learning.

5. Vary activities. Plan several different types of experiences and activities for a tutoring session.

6. Select materials that are a challenge to but not a frustration for your tutee. Don't introduce new skills and processes which are beyond your pupils grade level. You may do him harm by confusing him.

7. Let your student know in subtle ways that you have high expectations for him. If you expect little, he will produce little.

8. Learn about your student's interests. Make each tutoring session as pleasant as possible. Avoid being sarcastic.

9. Teach inductively. Let him do the thinking. Let your pupil figure out why the main character in a story acted as he did or what he would have done under the same circumstances.

10. Have the tutee analyze how he is able to sound out words when he does so successfully. Also, when he recalls a word that you can see took a little effort on his part, ask him what thinking he did that made him remember.

11. Remember that many children who have been unsuccessful in reading will very likely have negative attitudes toward it and may have emotional problems which are either the result or the cause of the problem. Often children who fear failure will protect themselves by not trying to learn and their defiant behavior reflects a pretense of adequacy due to failure to achieve academically.

12. Utilize nearby museums, parks, libraries, city landmarks and other places in the community to expand your tutee's learning background and experiences.

13. Respond to cues the child relates. Your sensitivity when working with youngsters is all important. He will tell you many things through actions rather than words such as yawning, looking away, etc. Do not hesitate to change activities or abandon a project or activity when such resistance occurs.

THE FIRST MEETING

Relax and be yourself. Forget the lesson at first and just chat. Try to find mutual interests. Objectives of the initial meeting a tutor has with his pupil should include:

1. To begin to establish rapport with the tutee.
2. To learn more about his student - likes, dislikes, interests, etc.
3. Begin to determine his reading level.

DISCOVERING INTERESTS

1. Bring in a series of storytelling pictures you have cut out of magazines. These pictures (from stories or advertisements in Ebony, Life, Look or similar magazines) should feature children. Ask your pupil to tell you a story about the children in the pictures - what they are doing, where they live, what they do during the day, etc.

2. Have the pupil write or tell you a story either fictitious or about himself.

3. Make up a story leaving words out - similar to the game of "Mad Libs." For example:

   Once upon a time there was a _____ who had _____ mother and a _____ father. They lived _____. One day the _____ saw a _____ running down the _____.

4. Develop an Interest Inventory such as the following:

   A. When you have an hour or two to spend just as you please, what do you do?

   B. What are the names and ages of your closest friends? Brothers and sisters?

   C. If you were given $50.00 to spend, what are some of the things you would do?

   D. What television programs do you listen to regularly?

   E. What is your favorite comic strip, book, magazine?

   F. Do you have a hobby?

G. Do you have any collections?

H. What would you like to learn more about?

I. Suppose you had three wishes which might come true. What would they be?

DETERMINING READING LEVELS OF YOUR PUPIL

To discover your student's reading level, you can pick out a series of graded readers. Find an interesting paragraph or passage from the beginning and end of the book. Type these out on 5 x 8 cards. Ask the child to read the graded paragraphs, recording the number of errors in each paragraph.

0-2 errors per hundred words is the child's independent reading level (these are the books they can read without your help)

2-5 errors per hundred words is child's instructional level. (this is probably the level you will be using for your tutoring sessions)

6 or more errors per hundred words is his frustration level. (these books are too difficult. They should be avoided.)

READING SKILLS CHECKLIST

Observe your tutee carefully. If you find that he has physical problems which may interfere with his learning such as inadequate vision, poor hearing, or other general health difficulty, consult your team leader or your pupil's teacher to find out how to proceed.

Listen to your student's oral reading and observe him to determine what are some of his specific reading problems. You might want to utilize a tape recorded to study the child's reading ability more thoroughly. The following checklist should be beneficial to you in determining particular skills your student needs to develop to become a more efficient reader.

I. VOCABULARY

A. Does he know his basic sight vocabulary? (See the appendix for the Dolch Basic Sight Vocabulary list. Its 220 words represent 65 per cent of the words found in primary reading materials and 50 per cent of all school reading material.)

B. Can he guess words he doesn't know from context clues? For a quick check, a short paragraph like this can be used?

"Ernest",_____Mother, will you go to the store for me?"
"Yes, _____"said _____. "What do you want?"
"I need a loaf of bread."

C. Is his vocabulary limited?

II. PHONICS OR WORD ANALYSIS SKILLS

A. Does the child know the names of letters in the alphabet? Check by showing him letters - capitalized and lower case - in random order.

B. Does the child know the initial beginning and ending consonant sounds? Check by having him read words like the following:

bed	cent	mop
cup	hat	send

C. Does the student know the central vowel sounds, long and short? Check words as:

tap	pet	hut
pat	tip	pet

D. Does he know the initial blends such as:

clean	prince	small
blue	crown	dream

E. Can the tutee recognize and use common prefixes and suffixes?

F. Does he make reversals? Children who have trouble with word reversals will usually turn a few of the following words around:

no	saw	was	ten

III. COMPREHENSION

A. Does the student understand what he is reading? Ask him to retell a story to you in a few sentences.

B. Can your pupil read for detail?

C. Does he understand the main idea of the story?

D. Is he able to see (1) relationships
(2) cause - effect
(3) like - difference

E. Can your tutee draw inferences and relate what he reads to his own experiences?

F. Does he form opinions on various reading matter and remember what he reads.

G. Is your tutee able to tell a story in proper sequence after listening to you read or after reading a story himself?

SUGGESTED ACTIVITIES

In planning your tutoring session you should be aware of your pupil's strongest and weakest skills. Be sure to include both activities to strengthen needed skills as well as exercises in which he experiences success

easily. It is also very important to plan activities which will utilize your knowledge of your student's interests and hobbies. In order for children to be taught to read, they must want to learn. The greater their drive, the more successful they will usually be. If you can keep their motivation to read high, your job will be much easier. Often a child is motivated to learn to read through a special interest or hobby. All kinds of possibilities will occur to you once you know your tutee's special interests - a magazine article about baseball or photography; studying the TV Guide together; writing and putting on a puppet show; studying about ants or other scientific endeavors, etc.

BUILDING VOCABULARY ACTIVITIES

1. Sometimes it is helpful if the student is asked what words he would like to learn. Certain words that are emotionally significant are much easier to learn. After the child relates to you words that he wants to know (these might be words such as dog, mother, fire, ghost) you can then:

   a. Encourage discussion about the word.
   b. Write it on a card for him.
   c. Let him practice the word by copying it using a variety of multi-sensory approaches and materials.
   d. Have the child make up sentences using the word which you can help him read.
   e. Make up games using the words which have been placed on cards such as fishing. (Place a paper clip on the card - using a magnet on a string have the child try and "fish" for words - each word he knows counts as a point - word cards can be cut in the shape of a fish for this game).

2. You may have a tutee who recognizes only a few words and who dislikes the very meager published materials available at his reading level. For this child, no matter what his age, your best "reader" is materials you prepare together - the "experience story". To prepare an experience story, ask the child to dictate a story to you - it might be about something he did or saw or even the result of a field trip you took with him. You can then print this story or type it for him. Having the child illustrate his story might add more incentive for learning. These stories may then be stapled together, photographs could be included if possible, and eventually the child will have his own book which can be reviewed again and again with great satisfaction.

   If the child finds it difficult to dictate an experience story to you, you might bring in various pictures from magazines or photographs and let him choose one in which he wants to "write" a story about.

3. Teach your student vital meaningful words such as the following:

EXIT STOP TURN DETOUR DANGEROUS POISON BEWARE EXPLOSIVE

4. Use various tactile type materials for teaching letters and words to pupils such as :

   a. Letters and words formed from pipe cleaners.
   b. Words and letters made in a box of sand.
   c. Letters and words made from clay and materials such as sandpaper.

5. Encourage your tutee to think and list words in terms of sight, sounds, taste, touch and movement.

6. Give him a sheet of paper folded lengthwise. On the left write "colors" and on the right "foods". From a list of colors and foods have him select the correct words to write under the proper headings. This can be done for various categories such as animals, fruits, insects and other groups of words that can be classified.

7. Write words that have the same or opposite meanings in a column. Put words that can be matched in a second column but not correctly paired. Have the child connect the correct word with a line.

8. Have your tutee write a group of nouns on pink index cards, verbs on yellow and adjectives on green. Keep them in stacks but shuffle these together. Place them face down. Have your student turn up one of each color. These shuffled words make "crazy" sentences.

9. Use Guessing games such as the following to develop vocabulary:

   a. I am thinking of a word that means baby cow.
   b. What a ball does when you drop it.
   c. What word means a baby horse?

10. Use crossword puzzles, picture dictionaries, labeling pictures and various objects to build a child's vocabulary.

11. Make a scrapbook of interesting classifications. Old magazines or Sears, Roebuck catalogs are useful for pictures. Choices of subjects are unlimited. Some possibilities include sport personalities, animals, clothes and autos.

12. Use Reading Games such as:

    Climb the Mountain - Draw a mountain on the board or a sheet of paper and along the slopes print words you want the children to learn. If a child can read all the words, he has climbed the mountain. Place his name on the top. Variations of this game may be - Climb the Ladder, Crossing the Brook, Rocketing to the Moon, etc.

13. Use a typewriter - Many word study drills can be made interesting by letting the child use a typewriter. Most children enjoy typing and will pay attention while using it.

PHONICS AND WORD ANALYSIS ACTIVITIES

1. Use Phonic or word analysis games such as the following:

   a. Bingo games with beginning consonants.
   b. Dolch and Milton Bradley phonics games, vowel and consonant Lotto...Dolch group sounding game: includes all of the phonics skills in several different Bingo type games.
   c. It is important to realize that in order to use phonics the child must hear the sound correctly and identify the letter(s) that the sound represents. It might be helpful to use key words to recall sounds and various games and activities to help them develop the ability to listen to sounds in words. Some of the following are games to help children learn auditory discrimination:

      (1) Say a group of words to your pupil - fun-fair-big-fat. Ask him which word sounds different.

      (2) Ask a child to close his eyes and listen. Tell him you are going to say some words and ask him to clap his hands every time you say a word beginning with a particular letter as B.

      (3) Ask a child to name objects in the room that begin the same way as fish, etc.

2. Have children complete rhyming riddles in a tutorial situation.
   He was ill and doctor gave him a _____.

3. Pictures indicating sounds to be taught are placed where your student can see them. For example, there may be pictures of a fence, house, ball and girl. Ask him to show you the picture of the word that begins with the same letter as hand. This same type of exercise can be done with final sounds, blends, vowel sounds, etc.

4. Have children complete sentences such as the following:
   The boy _____down. (fell, well, tell)

5. Help your student build "word families" to learn initial sounds and ending sounds as:

hat	ill	no
cat	bill	go
sat	pill	so

6. List a group of words and have your tutee give several rhyming words for each. (Help him realize the different spellings of similar sounds as "ight" and "ite". light (tight, kite, might)

7. Have pupils supply the missing vowel in words after learning a specific vowel sound. Sometime having the child learn a key word for each vowel sound is helpful. For Example: apple - elephant - Indian - ostrich - umbrella, would be key words for short vowel sounds. Your pupil can fill in blanks as the following:
   b_d s_t g_t

8. Help children see the small words in compound words as evergreen. Also, give them a large word like Washington and ask them to see how many little words they can find.

9. Make up sentences to be completed with words that are often reversed by students as:

   1. David _____a cat. was, saw
   2. The boy sat ____a chair. no, on

10. It is helpful for tutors to know what phonic skills are needed by pupils. To help you plan additional activities see the Appendix of this Guidebook for an example of one sequence in which phonic skills might be taught.

COMPREHENSION ACTIVITIES

1. Have the tutee answer specific questions on what he has read: What does he think of it? Why does he remember what he does? What was important in the story?

2. Have the pupil provide a title for a story or devise a different ending for a specific story.

3. Distinguish make-believe and real. Select a group of paragraphs from magazines, books and newspapers. Have the tutee distinguish between those which are fiction and those which are fact. Ask him why he selects the ones he does.

4. Summarize - Ask the tutee to retell a story in three (or two or four, etc.) sentences.

5. Ask questions about specific details in the story. Make a game of it by keeping track of his correct answers weekly and urging him to compete against last week's score.

6. Have your tutee write "leads" for newspaper stories ----including the five w's (who, what, when, where, why) and how. This will help him learn the kinds of details to listen for.

7. After reading a story, ask "If this happened in your neighborhood, to you or your family, would it have happened the way it did in the story? How would you react to this situation?

8. Ask, "Are you like the main character in this story? How are you alike? How are you different? Has something like what happened in the story ever happened to you?"

9. Cause-Effect: Why did what happened in the story occur?
   Like-Difference: What kinds of things happened in the story? Were they alike? Were the characters alike or different? In what ways?

10. Drawing sequences and seeing organization
    Which came first, which came second, etc.?
    Was there a turning point in the story?

OTHER SUGGESTED READING ACTIVITIES

1. Make simple hand puppets and write stories and plays for them.

2. Use photography for an original book. This would involve learning to use a camera, following directions, taking trips, and observing the community. Also, simple stories and captions could be written by the student for each photograph.

3. Make How To ..... Booklets with your tutee ..... Use subjects of interest as:

   How to Play Baseball
   How to Spend Free Time
   How to Play Football

4. Have your pupil make a map of the community - labeling the various areas.

5. Make a directory of stores in the neighborhood with your student; Grocery, Meat, Drug, Dry Cleaning, etc.

6. Write for an autographed picture of a favorite baseball star, TV personality, movie star, etc.

7. Use popular songs to encourage an interest in reading. If a child listens to popular songs and has printed words in front of him, the words become recognizable and significant. The fact that these printed words now had meaning for the child often provided the psychological impetus to change a discouraged non-reader into an eager reader.

8. The Hiptionary - Help your tutee set up a hiptionary. Everytime your tutee uses one of the "rich and colorful words" put it on a card, then work with him in discovering in the dictionary synonyms from formal English. Also, he can convert stories from books into his own colorful language.

9. Tape recorders have been found excellent for improving language usage and oral reading. If you have one, use it with your pupils. Let them hear themselves read a passage and compare it with the same passage read some weeks later. Tape recorders are also useful for dictating stories.

10. Imagination Walk - Take a walk with your tutee and try to sharpen his powers of expression and observation as well as reading skills. Examples:

    a. Spot a lonely piece of grass coming up out of a crack in the sidewalk, and ask your student, "How do you think that blade of grass feels?"

    b. You spot an individual in a group and ask the tutee to make a guess as to what kind of person he thinks he is.

    c. Have your pupil read various signs and posters during your walk.

11. Have your student pantomine a story or play charades with books-stories.

12. Your tutee might enjoy making a comic strip from a book or story or writing a radio program based on a story he has enjoyed.

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APPENDIX

BASIC SIGHT VOCABULARY - DOLCH LIST

A
a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away

B
be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by

C
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came
can
carry
clean
cold
come
could
cut

D
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drink

E
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F
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K
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L
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or
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P
pick
play
please
pretty
pull
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R
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read
red
ride
right
round
run

S
said
saw
say
see
seven
shall
she
show
show
sing
sit
six
sleep
small
so
some
soon
start
stop

TU
take
tell
ten
thank
that
the
their
them
then
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think
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those
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today
together
too
try
two
under
up
upon
us
use

VWY
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THE SEQUENCE OF PHONIC SKILLS

The following is one sequence in which phonic skills might be taught:

1. Auditory discrimination of speech sounds
2. Teaching the initial consonant sounds

   (a) M, T, B, H, P, N
   (b) D, W, C, G, J
   (c) F, L, R, S

3. Teaching the short vowel sounds
4. Teaching the ending consonants
5. Teaching medial vowel substitutions
6. Introducing the
   a in "all" words
   a in "car" words
   a in "bass" words
   u in "full" or "dull" words
7. The consonant blends: bl, br, cl, cr, dr, fl, fr, etc.
8. The letters K and Q
9. The long vowels

   (a) A, E, I, O, U, Y
   (b) Long vowel plus silent e
   (c) ai, ay, ea, ee, oa, oe, ow

10. The ly ending
11. The le ending
12. S pronounced as z
13. Letters v, x, y, z
14. Speech consonants ch, sh, th, wh, gh, ph
15. Soft sound o, c and g
16. Three letter consonant blends, scr, spl, spr, squ, str, thr
17. The effect of R on a previous vowel, er, ir, or, ur, and wa
18. The Diphthongs, oi, ie, oy, oo, au, aw, ov, ew, ue
19. Syllabication
20. Silent consonants
21. Foreign words
22. Special problems of two and three syllable words

There is no great advantage in introducing k, qu, v, x, y, and z in early phonic experiences. Relatively few words use these sounds. X for example, represents six distinct sounds: ks-box; gx-exist; ksh-anxious; gzh-luxurious; z-xylophone; gsh-anxious.

The short vowels are usually introduced before the long vowels because they occur most frequently in monosyllabic words, are phonetically more consistent, and occur more frequently in words that the pupils meet in their initial reading.